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ABSTRACT

The first of four publications in the "Plan for Progress in the Media Center" series, this revised handbook establishes the standards used to guide Iowa elementary school media centers in planning services, staffing, equipment and materials needs, physical facilities, and school-community coordination. To enable schools to develop both short and long-range goals, quantitative guidelines are arranged in three phases, with the recommendation that each phase be achieved in three years or less. A media center planning guide, based on the handbook's standards, is appended. (J2)

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PLAN FOR PROGRESS

... IN THE MEDIA CENTER

K-6

Revised 1979

"... guidelines for
development of K-6 media
centers or libraries
in Iowa's schools."

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PLAN FOR PROGRESS
... IN THE MEDIA CENTER

K-6

Introduction 3
Staff 7
Quarters and Facilities 10
Materials Collection 12
Professional Collection 16
Budget 17
Equipment 18
Furniture 23
Bibliography 26

Revised 1979

State of Iowa * Department of Public Instruction

PREFACE

This handbook is a revision of one originally prepared in 1969 by a committee composed of administrators, librarians and audiovisual specialists under the direction of Betty Jo Buckingham, then library consultant for the Department of Public Instruction. It has been revised by a committee including a school superintendent, elementary and secondary school media specialists with library and audiovisual specialization, a district and an Area Education Agency Media Center (AEAMC) media specialist and an instructor in a university library science program. Its purpose is to establish guidelines for the development of K-6 media centers or libraries in Iowa's schools.

A broad concept of services, personnel, equipment, materials, physical facilities and school-community coordination has been outlined. This is the first of four publications in the Plan for Progress in the Media Center series. The others are: Plan for Progress in the Media Center, 7-12 ; Plan for Progress in the Media Center, Facilities; and Plan for Progress in the Media Center, District and AEA. Since this publication could not be designed as a detailed manual for administering a school media program including district and area services to that program, the bibliography lists books and periodicals that will be helpful in planning, developing, and administering a media center. Media Programs, District and School, prepared jointly by the American Association of School Librarians (American Library Association), and the Association for Educational Communication and Technology, is a more specific guide in this area.

American Library Association. ALA Rules for Filing Catalog Cards, 2nd ed. abridged. Edited by Pauline A. Seely, Chicago: ALA, 1968.

Anglo-American Cataloging Rules, 2nd ed. Prepared by the ALA, the Canadian Library Association, the Library Association and the Library of Congress. Chicago: ALA, 1978. Cloth and paper.

Johnson, Jean Thornton and others. AV Cataloging and Processing Simplified. Cincinnati, Ohio: Capozola Typesetting & Printing, 1973.

Tillin, Alma M. and Quinly, William J. Standards for Cataloging Non-Print Materials: An Interpretation and Practical Application. Washington, D.C.: AECT,1976.

Weihs, Jean Riddle and others. Non-Book Materials: The Organization of Integrated Collections. Ottawa: Canadian Library Association, 1973. Distributed, Chicago:ALA.

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Brown, James W. and others, eds. A-V Instruction: Media and Methods, 5th ed. New York: McGraw-Hill, 1977.

Hart, Thomas L. Instruction in Library Media Centers. Chicago, ALA, 1978.

Hopkinson, Shirley L. Instructional Materials for Teaching the Use of the Library. 5th ed. San Jose: Claremont, 1975.

Margrabe, Mary M. The Now Library-Media Center: A Stations Approach and Teaching Kit, rev.ed. Washington, D.C.: Acropolis, 1975.

Shapiro, Lillian L. Teaching Yourself in Libraries: A Guide to the High School Media Center and Other Libraries. New York: H.W.Wilson, 1978.

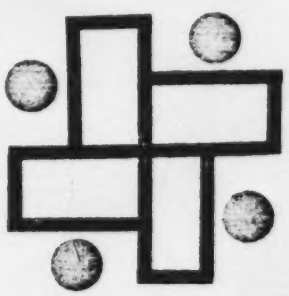
Walker, H.Thomas and Montgomery, Paula Kay. Teaching Media Skills: An Instructional Program for Elementary and Middle School Students. Littleton Colorado: Libraries Unlimited, 1977.

Introduction

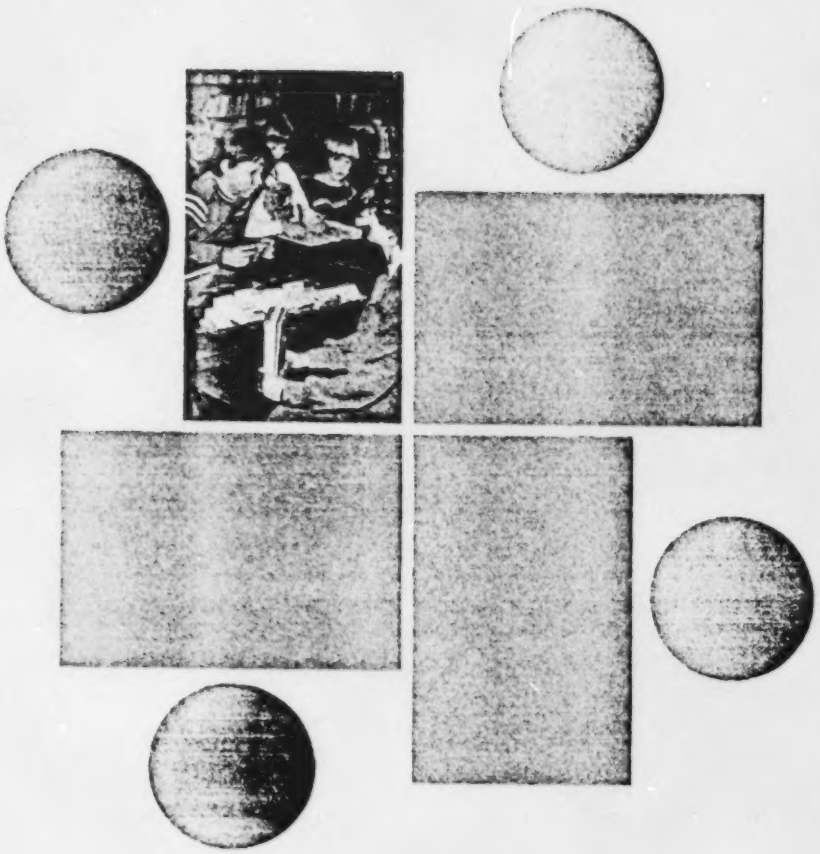
"Making learning more interesting and . . . teaching more effective."

The tremendous increase in knowledge, the changes in learning theory, the advancement of technology, and the changing curricular patterns, have made reassessment of present library and audiovisual practices at the elementary school level imperative. Making learning more interesting and making teaching more effective requires flexibility which can be achieved only through the use of many kinds of materials and techniques. Effective use of materials and techniques has resulted in a demand for media centers at the elementary school level; therefore, this handbook is being published to assist in planning and developing these facilities. The quantitative guidelines have been arranged in three phases to enable Iowa schools to develop both short and long-range goals to provide a learning center in every elementary school building. It is recommended that each of the three phases should be achieved in three years or less.

The term *media center* is used throughout this handbook to designate a centralized collection of materials. equipment and services with a staff of professional personnel working closely with teachers and administrators. There are many other terms for such a center; for example, library, library media center. media library, instructional materials center, library/instructional materials center, learning resource center, and multi-media center. Regardless of the terminology used, all elementary schools in Iowa are urged to meet the standards set forth in this handbook.



The Media Center . . .

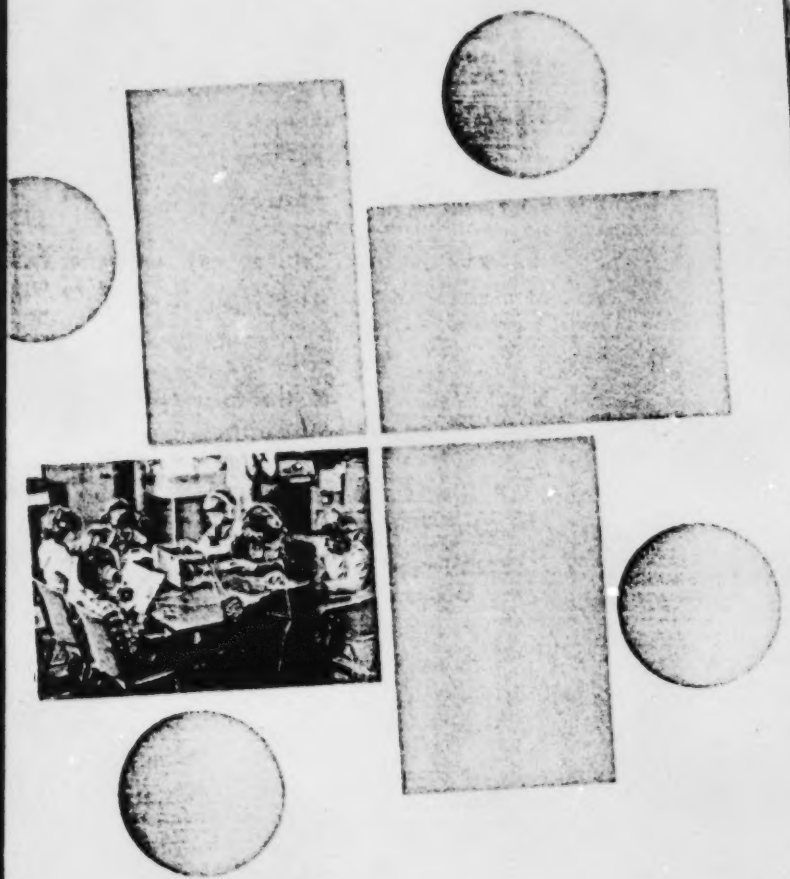


serves children by:

- Providing access to all learning materials (print and non-print*) and basic equipment that are available in the building
- Teaching how to locate and use materials
- Teaching how to evaluate materials
- Providing an atmosphere for individual and small group inquiry
- Teaching how to relate to outside sources for additional information
- Developing skills in the production of learning materials
- Encouraging creativity
- Giving increased dimensions to learning through access to a variety of media
- Providing materials of varying levels of difficulty and on a wide variety of subjects
- Acting as liaison to outside libraries and information sources such as area education agency media centers (AEAMC's), public libraries and the regional public library system

*Print and non-print materials include books, magazines, filmstrips, records, tapes, films, pictures, games and other learning materials not considered as classroom texts.

The Media Center . . .

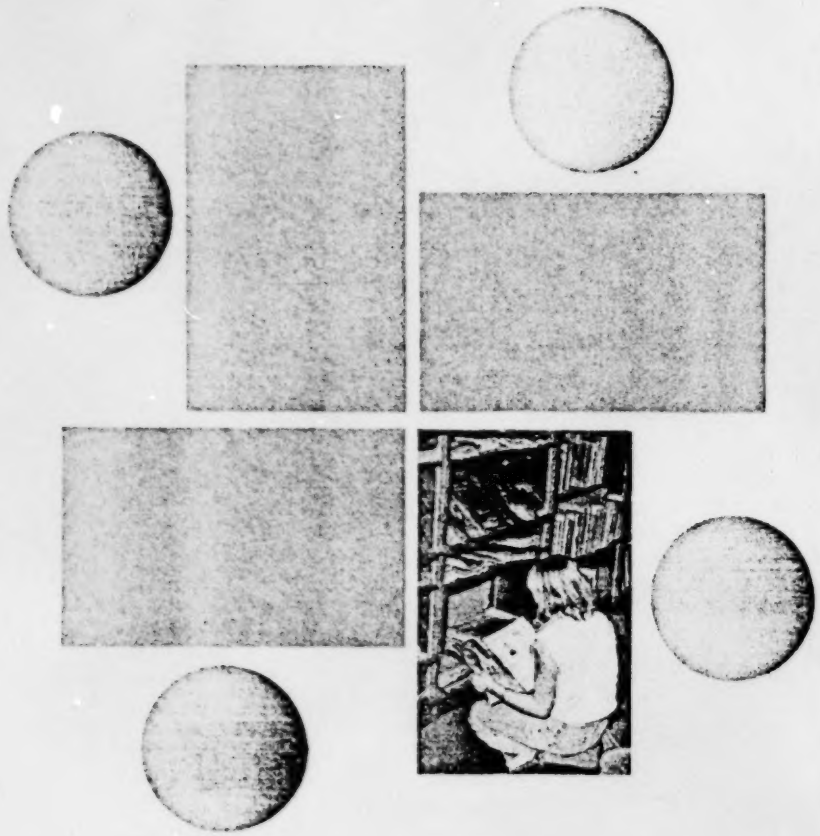


serves teachers by:

- Cataloging all instructional materials that are available in the building
- Providing a professional library
- Assisting in selection and accumulation of materials for a unit
- Assisting in the planning and production of various teaching materials
- Providing information on available outside resources and acting as liaison between teachers and the AEA media center, and other library and information networks or services
- Aiding in correlation of unit materials and activities
- Providing information on new materials and techniques
- Providing inservice training including methods of using and evaluating materials and evaluating techniques
- Providing examination and previewing facilities
- Scheduling materials and equipment for maximum use
- Providing the opportunity to make recommendations of materials to meet user needs

5

The Media Center . . .



assists administrators by:

- Providing central purchasing of learning materials and equipment
- Maintaining a constant and complete inventory of all learning materials and equipment
- Providing inservice training
- Avoiding needless duplication of learning materials
- Providing a central collection of statistical data. area facts buying guides, and other pertinent information
- Relating with the AEAMC and other library and information networks and agencies
- Providing examination and previewing facilities
- Maintaining circulation-utilization records
- Providing central distribution of materials and equipment
- Supporting the total school curriculum
- Providing continuous orientation to new ideas
- Simplifying maintenance of equipment
- Providing a centralized area for production of instructional materials

Staff

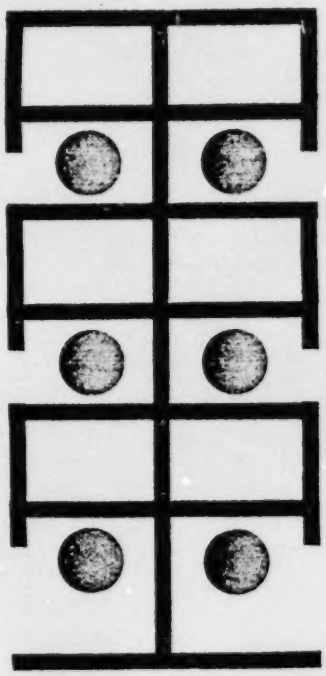
"The professional person . . . initiates services which change a room full of materials into a well-functioning center of learning."

An adequate qualified staff is necessary if a media center is to become an integral part of the school. The staff should include both professional and supportive personnel. A job description should be written to define the details of each position in every school district.

Professional Staff

The professional person is one of the most vital components of a media center. This person initiates the services which change a room full of materials into a well-functioning center of learning. The media professional provides guidance in the selection of materials to be used and purchased; organizes the materials, equipment, and space for maximum use; provides instruction in the use of the center and its contents; aids teachers in planning and preparing materials for their individual class use; serves on curriculum and textbook committees as a materials specialist; and helps organize inservice training for teachers. The media professional should enjoy working with children and be capable of working with a wide variety of adults.

The first professional staff member should be a school media specialist trained in both the library and audiovisual fields, having the same general educational background as other



teachers and being certificated by the Department of Public Instruction.

When an additional professional person is added to the staff, the second person's training and background should strengthen and complement the first professional's training and background. One of the professionals should be designated as head of the center.

Support Staff

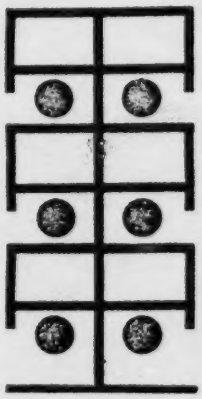
Non-certificated personnel supply support services, freeing the professional staff from clerical and mechanical tasks. Two broad classifications of support personnel are clerks and technicians.

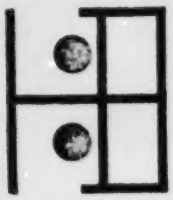
Clerks can perform the following tasks:

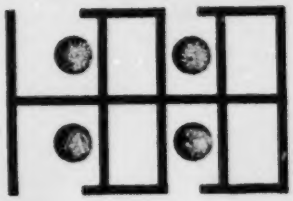
1. Typing
2. Keeping records
3. Sending notices
4. Opening mail
5. Handling office and circulation routines
6. Reading shelves
7. Shelving and filing materials
8. Inspecting and repairing films
9. Mounting pictures and transparencies
10. Maintaining appearance of center
11. Repairing minor damage to print materials

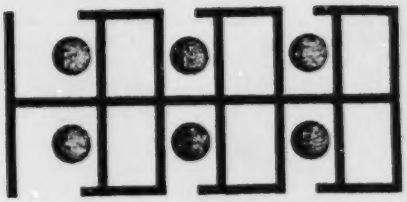
The training of a clerk is done primarily on the job, but office experience and typing skill are prerequisites.

Technicians are support personnel who have special training in the fields of graphics, information and materials processing, television, photography, or media production methods. The services to be offered by the media center will determine the type of technicians needed.









Phase I——— Phase II——— Phase III———

Professional Staff

(Phases or goals to attain by the end of successive three year periods)

1-249 pupils - ½ professional person
250-499 pupils - 1 professional person
500-749 pupils - 1½ professional persons
750-999 pupils - 2 professional persons

Teaching certificate with appropriate endorsement

1-399 pupils - 1 professional person

1 additional professional person for each additional 400 pupils or major fraction thereof.

Teaching certificate with appropriate endorsement

1-249 pupils - 1 professional person

1 additional professional person for each additional 250 pupils or major fraction thereof.

Teaching certificate with appropriate endorsement.

(Head professional should have a master's degree in library science and audiovisual education)

School districts with several elementary school attendance centers may find it advantageous to employ a media center coordinator for the district.

Support Staff

For each professional staff member, one equivalent support person.

9

Quarters and Facilities

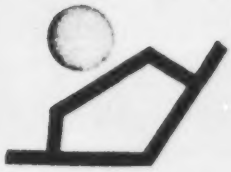
"...a wide variety of activities will take place in the media center..."

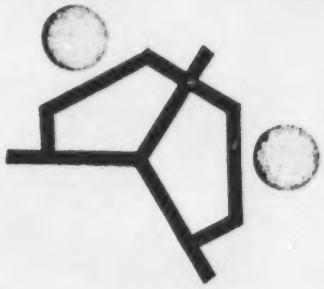
The location of the media center will vary according to existing facilities, but it should be as centrally located as possible to provide maximum accessibility to students and teachers. Whether the media center is in an existing building or planned in a new structure, consideration should be given to future expansion as the enrollment and program may demand. It is vital that professional media consultative services be obtained before educational specifications are submitted to an architect. Consultative services are available from such agencies as the AEAMC's, the DPI, and the universities.

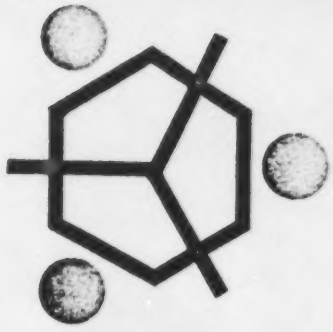
The media center should be an attractive facility which children and teachers enjoy using. Since a variety of activities take place in a media center, several areas should be kept in mind:

1. Study area to include space for reading, browsing, listening, and viewing by individuals, small groups, and large groups (Allow 40 sq. ft. per student)
2. Office area for professional personnel
3. Work area for cataloging and processing new materials and for maintaining present materials and equipment
4. Production area to accommodate materials and equipment needed for production of instructional materials
5. Faculty area including professional collection and conference facilities
6. Storage area with space for shelving magazines and other materials
7. Storage area for equipment

The electrical system should be designed to provide effective lighting in each activity area, adequate light control for many types of viewing activities and an adequate number of grounded electrical outlets in all areas. Ability to receive television signals should be provided. At least one telephone outlet should be located in the office area. Light switches, electrical outlets, fire extinguishers, telephones, and thermostats should be located so they do not take up space needed for shelving or storage. Movable, counter-height shelving permits flexibility in arrangement and allows the floor space to be used in a variety of ways. The floor and ceiling should be acoustically treated for noise control.







Phase I

Print and nonprint materials combined into an integrated media center program

Central room furnished and equipped to house as much of the program as possible, preferably with space available to seat the largest class plus ten

Storage space provided

Professional collection housed somewhere within the building

Production area provided

Phase II

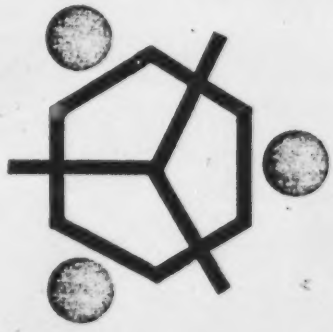
Print and nonprint materials combined into an integrated media center program

Facilities to meet the needs of the materials collection and program of services in a combined media-library program, including:

1. Space to seat 40 students plus 5% of the school enrollment in the reading area
2. Office and work area(s)
3. Magazine and audiovisual storage
4. Viewing and listening area(s)
5. Conference room(s)
6. Production area
7. Professional collection area
8. Provisions for expansion

Phase III

New or remodeled quarters expanded to provide a program of superior service as set forth in the joint American Association of School Librarians (Division of American Library Association), and Association for Educational Communication and Technology, *Media Programs, District and School.*



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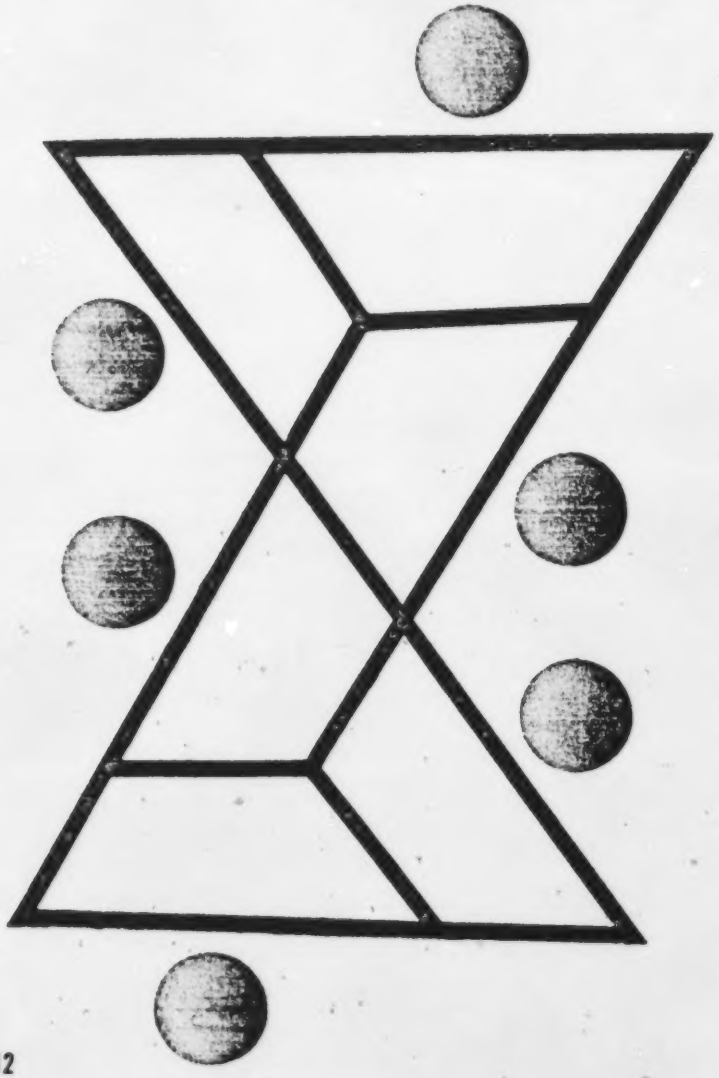
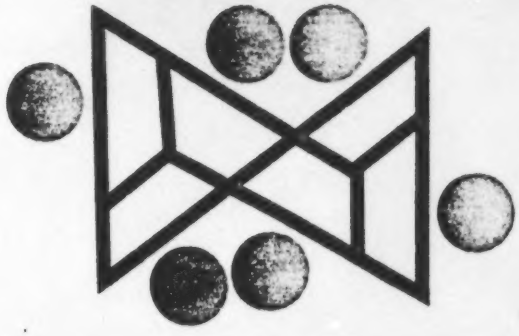
Materials Collection



12

A balanced, up-to-date collection of materials, is essential to a media center even in its beginning stage. These materials should be carefully selected by a media professional working closely with teachers and consulting authoritative selection aids to determine the quality of the materials. The collection should be tailored to the needs of the pupils and to the curriculum of each school. Constant evaluation of materials by all users will result in a highly effective and qualitative collection.

To guide this selection process, to protect the intellectual freedom of school media specialists, teachers and students, and to guard against unwarranted censorship of materials, a selection policy and procedure statement should be developed and adopted by each school district. This statement should include guidelines for selection of multicultural, nonsexist materials.



	Phase I	Phase II	Phase III
Books	At least 6,000 volumes representing 6,000 titles or 10 books per pupil, whichever is greater	8,000 volumes representing at least 6,000 titles, or 12 books per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests	10,000 volumes representing at least 8,000 titles or 15 books per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests
Magazines	15-24 titles	25 - 39 titles	40-50 titles
Newspapers	3 titles	4 titles	5 titles
	Vertical file materials (pamphlets, pictures, booklets, charts, clippings) according to need		
16mm Films	Access to area education agency media center titles supplemented by titles from rental and other film libraries		
Video recordings	Access to sufficient quantity to meet the needs of the curriculum		
Filmstrips	500 titles or 1 per pupil, whichever is greater	750 titles, representing 1,000 prints or 2 prints per pupil, whichever is greater	1,000 titles, representing 1,500 prints or 3 prints per pupil, whichever is greater
Audio recordings (Tapes & Discs)	600 titles or 2 per pupil, whichever is greater	800 titles or 3 per pupil, whichever is greater, duplicates as needed to support school curriculum and supply student interests	1,000 titles or 4 per pupil, whichever is greater; duplicates as needed to support school curriculum and supply student interests

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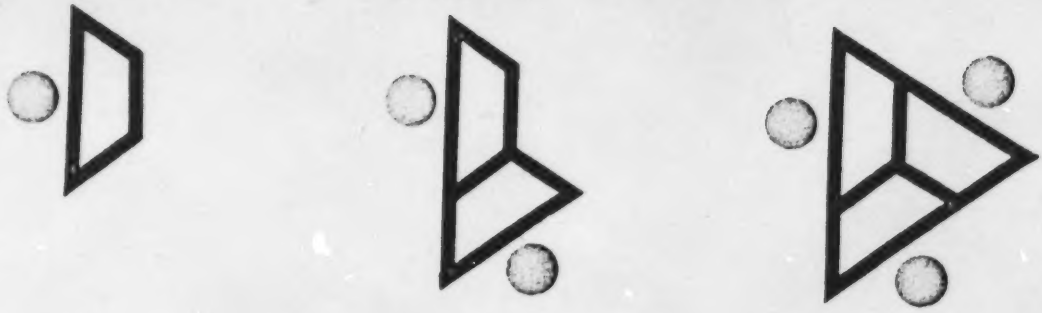
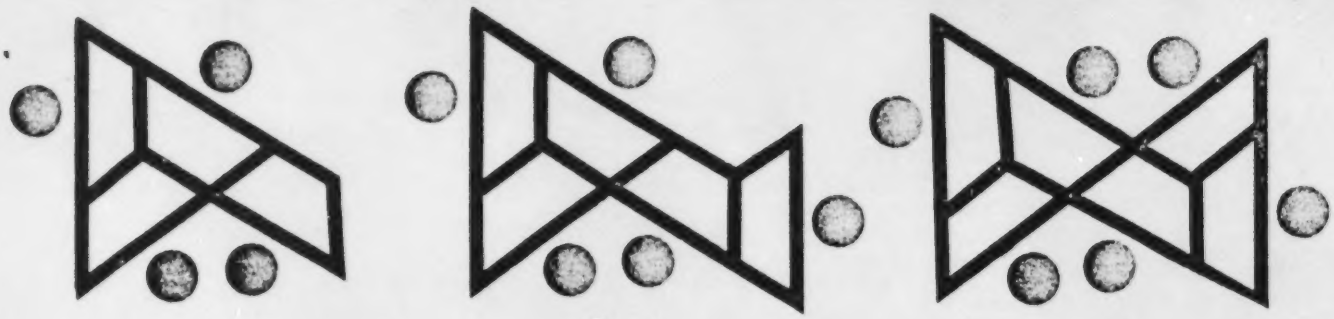


	Phase I	Phase II	Phase III
8mm film	No specific recommendation		
Globes	1 per teaching station[1] plus 2 for media center	Additional special globes as needed	Additional globes as needed
Maps	Sufficient quantity and variety to meet the needs of the curriculum; may be in various formats, such as transparencies, flat and wall maps and must be up to date; number of duplicates will be determined by the number of sections of a particular grade		
Transparencies and slides	Sufficient quantity to meet the needs of the school curriculum		
Pictures	Sufficient quantity and wide variety sturdily mounted to meet the needs of the school curriculum		
Study print sets	50 sets; additional and duplicates as needed to satisfy classroom needs	75 sets; additional and duplicates as needed to satisfy classroom needs	100 sets, additional and duplicates as needed to satisfy classroom needs
Art prints (Reproductions in color of art works)	Sufficient quantity to meet the needs of the school curriculum		

[1] A teaching station is assumed to be a classroom or group of approximately 24 students



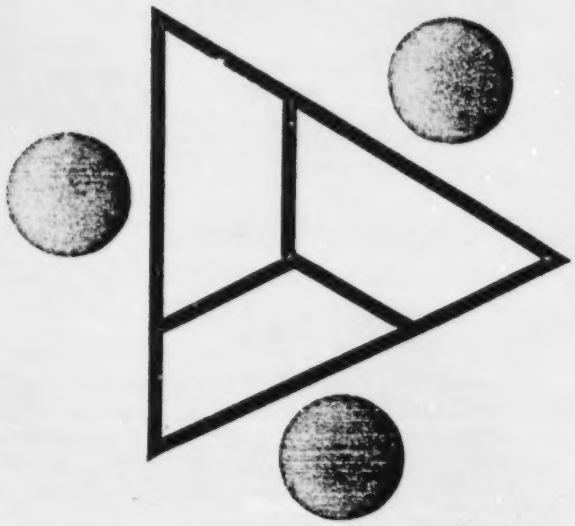
Phase I___ Phase II___ Phase III___

Replicas and art objects	Sufficient quantity to meet the needs of the school curriculum .....
Models, kits, realia, and dioramas	Sufficient quantity to meet the needs of the sc. ool curriculum .....
Microform	No specific recommendations[1] .....

[1]Introduce these facilities on an experimental basis and expand the ones which are suitable to the school's situation as determined by the school staff and administration.

15

Professional Collection



A minimal collection of print and nonprint materials should be housed in each building and be easily accessible to all staff members. The building collection should emphasize current materials and basic reference tools while the district, AEAMC or Cooperative Network of Inservice Resources (CNIR) collections would contain such items as examination copies of textbooks and specialized materials in various fields of education.

Materials to include in a building professional collection:

- Professional books and magazines
- Courses of study and curriculum guides
- Community resources guides
- Textbooks and teachers' manuals for basic and supplementary materials used within the system
- Films, filmstrips, recordings, and other non-print materials
- Pamphlets
- Information and announcements of workshops, college courses, institutes, etc., for continuing education
- Professional organizations' newsletters, meeting announcements, and miscellaneous releases
- Government documents

An annual budgetary allocation will provide for an adequate collection and for keeping it up to date. Faculty members should be consulted for recommendations of materials to include.

Phase I

75 books (titles)

10 magazines

Audiovisual materials, pamphlets, etc., as needed

16

Phase II

100 books (titles)

20 magazines

Audiovisual materials, pamphlets, etc., as needed

Phase III

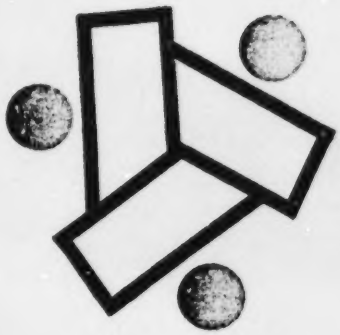
150 books (titles) and more as needed

30 or more magazines

Audiovisual materials, pamphlets, etc., as needed

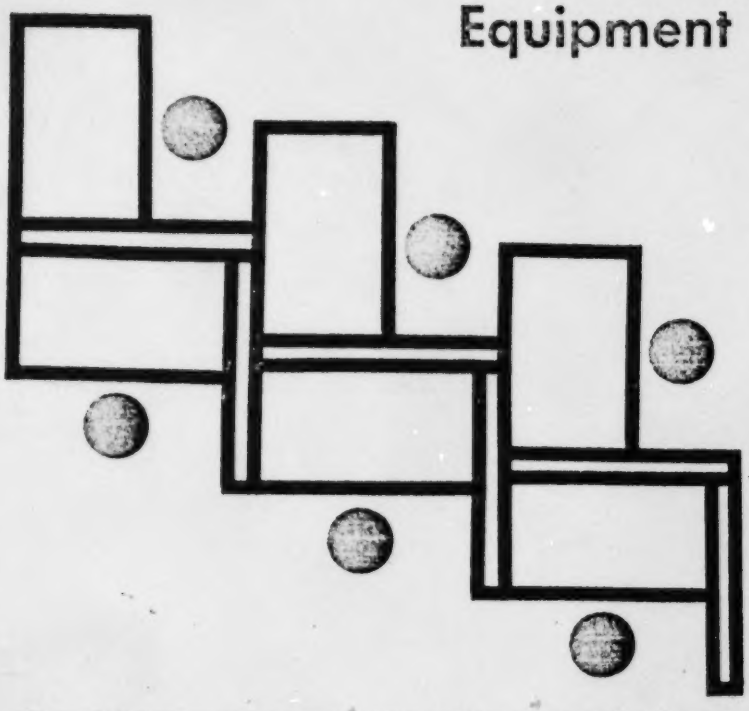
Budget

An annual budgetary allowance should be provided by the school district to maintain and improve the collection of materials and equipment for each school media center. Sufficient quantities of materials and equipment to meet each phase requirement should be purchased through capital outlay. The normal annual budgetary allowance for instruction provides for maintenance and improvement only.



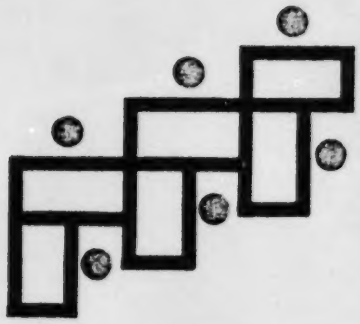
	Phase I	Phase II	Phase III
Materials	1 per cent of the current state average per pupil cost (including operational costs) as per pupil expenditure to maintain the collection; sufficient capital outlay to reach Phase 1	2 percent of the current state average per pupil cost (including operational costs) as per pupil expenditure to maintain the collection; sufficient capital outlay to reach Phase II	3 percent of the current state average per pupil cost (including operational costs) as per pupil expenditure to maintain the collection; sufficient capital outlay to reach Phase III
Equipment	Sufficient yearly allocations to reach and maintain the goals of each phase		
Supplies	Sufficient yearly allocations to provide adequate quantities of supplies to handle all materials and equipment		

Equipment



Several factors such as central distribution, the number of floors in a building, an elevator in multi-level buildings and closed-circuit devices, may affect the amount of audiovisual equipment needed by a school. In the case of closed-circuit devices, plans must be made so that the individual classroom will receive the service it needs at the appropriate time.

A carefully planned program will provide for optimum use of equipment presently available and, at the same time, allow sufficient flexibility to make use of innovations as soon as they have demonstrated their worth in the improvement of instruction. The equipment listed on the following page, therefore, is merely a minimum recommendation, and schools should feel free to expand in those areas where their particular needs are greatest. It is assumed that all equipment would be a part of the school media center inventory and would be housed there unless needed on a long term basis in a classroom.

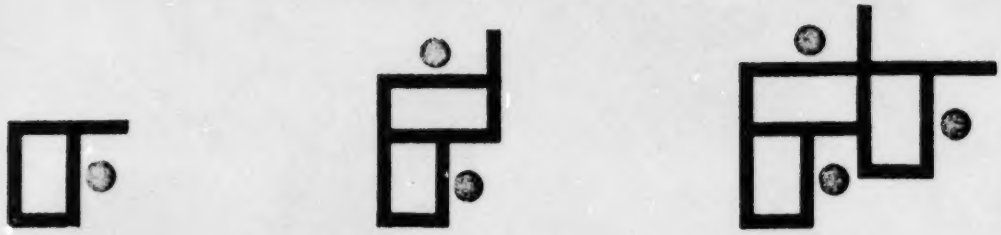


	Phase I	Phase II	Phase III
16mm projectors	1 per 10 teaching stations[1] or 1 per floor plus 1 in media center	1 per 6 teaching stations plus 1 in media center	1 per 4 teaching stations plus 1 in media center
Video tape recorders & playback units	1 unit per floor of which at least 1 is a VTR[2]	2 units per floor of which at least 1 is a VTR	1 unit per 2 teaching stations or 2 per floor whichever is greater, of which at least 1 is a VTR
8mm projectors	1 per building	1 per building plus additional units as needed	1 per building plus additional units as needed
2x2 slide projectors, remotely controlled	1 per building	1 per 5 teaching stations plus 1	1 per 3 teaching stations plus 3
Sound filmstrip, or combination filmstrip-slide projectors	1 per 5 teaching stations plus 1	1 per 3 teaching stations plus 1	1 per 2 teaching stations plus 4
Overhead projectors	1 per 2 teaching stations plus 1	1 per teaching station plus 1	1 per teaching station plus 2

[1]A teaching station is assumed to be a classroom or a group of approximately 24 students.

[2]New and replaced units should be color.

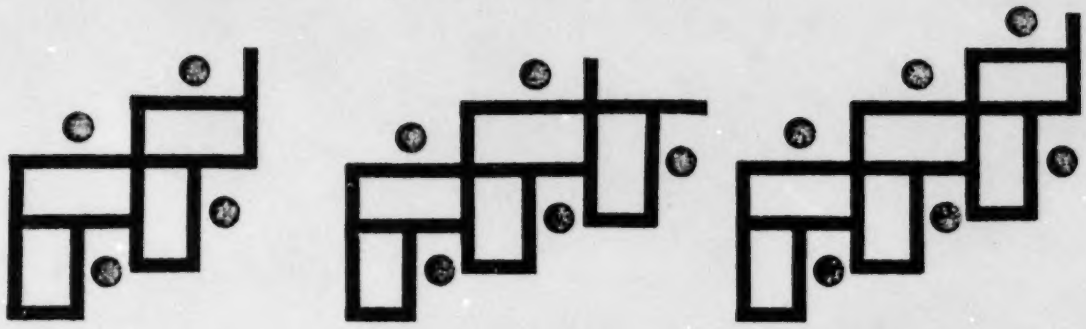
19



	Phase I	Phase II	Phase III
Opaque projectors	1 per floor	1 per floor plus 1	
Filmstrip viewers (Sound and Silent)	1 per 2 teaching stations[1]	1 per teaching station plus 1	2 per teaching station plus 1
2x2 slide viewers	1 per building		
TV monitor (Minimum 23" Screen)	1 per floor on cart plus 2[2]	2 per floor plus 2	1 per teaching station
Micro-projectors	1 per building		
Record players	1 per teaching station (K-1), 1 per 2 teaching stations (2-3), 1 per grade level (4-6) plus stereo record player in media center	1 per teaching station (K-3), 1 per grade level (4-6) plus stereo record player	1 per teaching station (K-6) plus 5, and stereo record player
Audio tape recorders and playback units	1 per teaching station	1 per teaching station plus 5	1 per teaching station plus 10
Projection carts	1 per large piece of equipment, purchased at the time the equipment is obtained, and equipped with power cord		

[1] A teaching station is assumed to be a classroom or group of approximately 24 students.

[2] New and replacement units should be color.



	Phase I	Phase II	Phase III
Listening stations	1 per teaching station[1] (K-3), 1 per grade level (4-6)	1 per teaching station plus 2	1 per teaching station plus 4
Closed circuit television	All new construction and major modification of buildings should include provisions for installation at each teaching station and the media center		
Projection screens	1 permanently mounted screen per classroom with keystone eliminator plus portable screens as needed		
Radio receivers	1 per building - AM-FM		
Microform readers	1 per building	1 per building plus additional units as needed	
Copy machines (photo, thermal)	1 per building	1 per building; additional units as needed	
Duplicating machines (spirit, mimeo, offset)	1 per building	1 per building; additional units as needed	

[1]A teaching station is assumed to be a classroom or group of approximately 24 students.

Equipment Needed for Local Production

Each school media center should provide for at least minimal instructional materials production. Since all area education agencies provide a wide range of production services to supplement those of the building or district media center, most school media centers will not need to develop sophisticated production services. The equipment recommended is directed toward a basic production program. A school media specialist who finds a need for more production services within the building center should consult *Plan for Progress in the Media Center, District and AEA*. While only equipment is considered here, schools must plan for work space and for storage for raw and finished materials.

Phase I

Tacking iron
Large paper cutter
Thermal copier
Simple slide camera
Spirit duplicator
Primary typewriter
Opaque projector
Manual lettering kit
Portable chalk/bulletin board
Drawing board
Drymount Press
Tools for repair
Slide sorter or viewer
Film Splicer(s)-8mm & 16mm
Video camera and portable VTR
1 per 3 schools

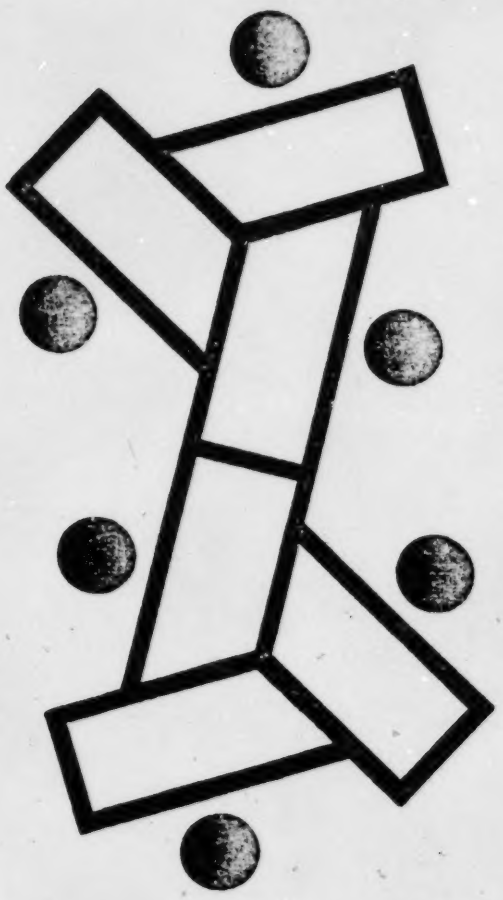
Phase II

Equipment in Phase I
35mm camera
Close-up lens
Copy stand
Instant picture camera
Mechanical lettering devices
Photocopy machine
35mm camera: Single lens reflex
Video camera and portable VTR
1 per 2 schools

Phase III

Equipment in Phases I and II
Darkroom and equipment
Video camera and portable VTR
1 per building

Furniture



Standard library furniture from a reliable manufacturer should be considered for initial purchase. When facilities are expanded, additional furniture of the same style can be obtained, thus preserving a unified, pleasing appearance.

Shelving

Width of section on centers . . . . . 3 feet

Depth
- Narrow . . . . . 8 inches
- Standard . . . . . 10 inches
- Oversize . . . . . 12 inches

Thickness . . . . . 13/16 inch

Height . . . . . 5-6 feet

Height of counter section . . . . . 30-42 inches

Space between adjustable shelves . . . . . 10-10½ inches
(Adjustable feature takes care of oversize books)

No trim on uprights, shelves, or cornices

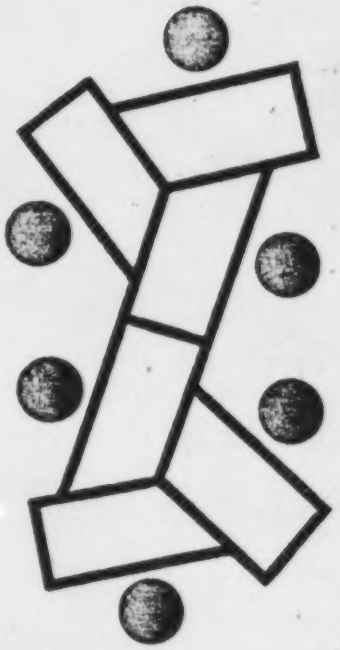
Periodical shelving
- Depth of slanting shelves . . . . . 16 inches
- Depth of shelves, straight across . . . . . 12 inches
- Depth of storage shelves . . . . . 12-15 inches

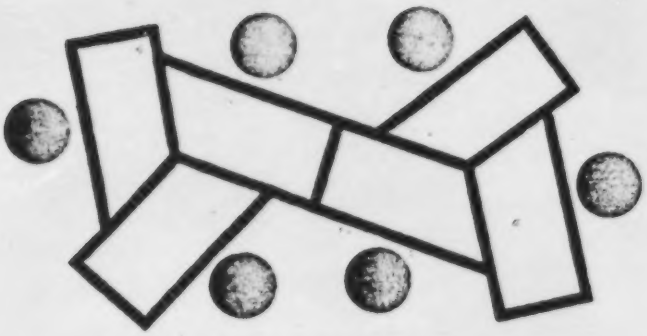
Picture book shelving
- Depth of shelves . . . . . 12 inches
- Space between adjustable shelves . . . . . 14-16 inches
- ¼ inch upright partitions 5 inches high and 7-8 inches apart on each shelf

Phonograph record shelving
- Depth of shelves . . . . . 16 inches
- Space between adjustable shelves . . . . . 14-18 inches
- ¼ inch upright partitions 5-6 inches high and 2½-3 inches apart on each shelf

(Display bins, now frequently preferred, are not yet as fully standardized as shelving)

Capacity estimates:
- Number of books per 3-foot shelf when full:
- Books of average size 30
- Reference books 18
- Picture books (with dividers) 60





Tables (Variety of heights)

Height . . . . . 25-28 inches
Width . . . . . 3 feet
Length . . . . . 5-6 feet
Diameter (round) . . . . . 4 feet

Chairs (Variety of heights)

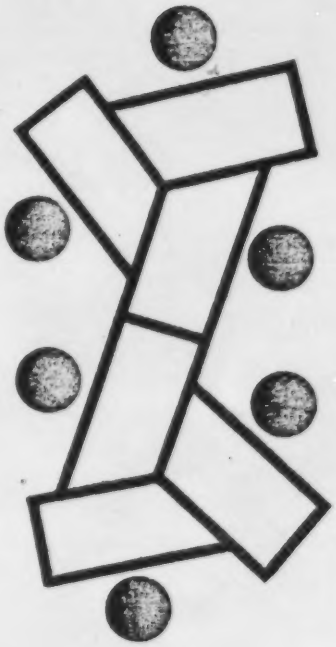
Height . . . . . 14-17 inches
Chairs with curved backs and saddle seats are most comfortable.

Files

Pamphlets, clippings, small pictures and maps . . . . . Legal size with hanging folders
Other . . . . . Vary with size of material

Audiovisual Materials & Equipment Storage

Storage units for these materials and equipment items are not as standardized as library furniture, so specifications are not included. Whether audiovisual materials should be interfiled with books, housed separately with open access, or housed in limited access areas with back issues of periodicals is still a matter for debate and individual choice. Whichever choice is made, regular library shelving or a modification of such shelving is perhaps the most versatile storage available.



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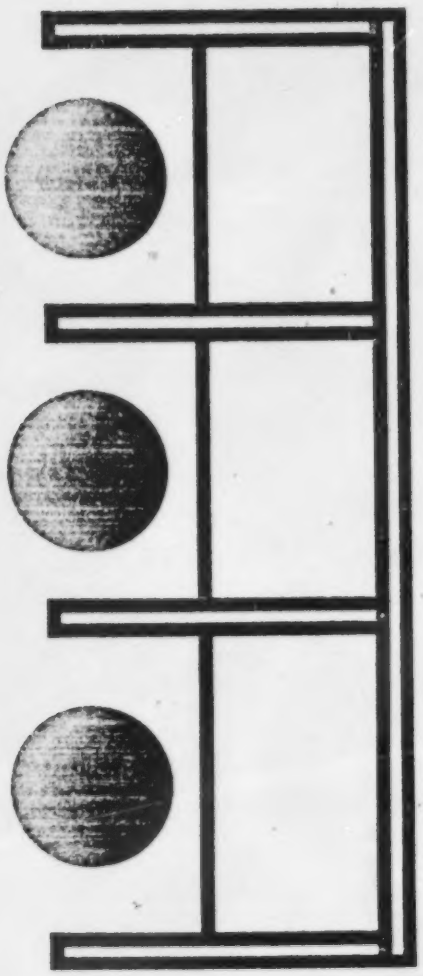

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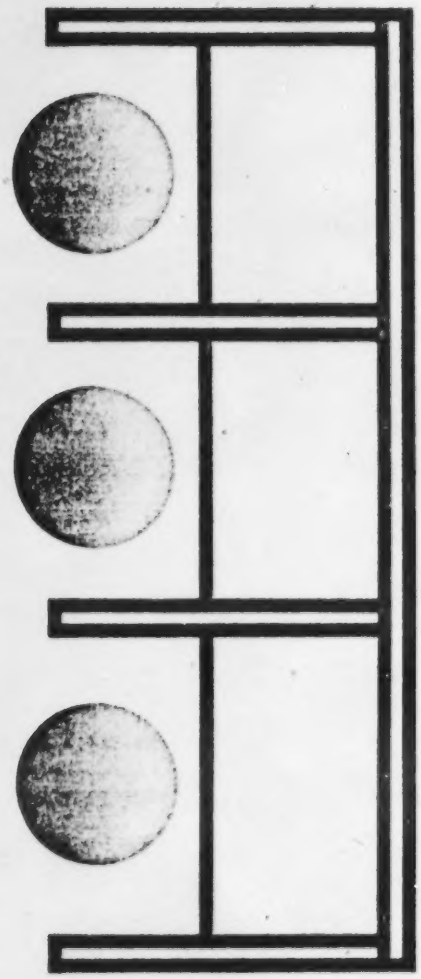

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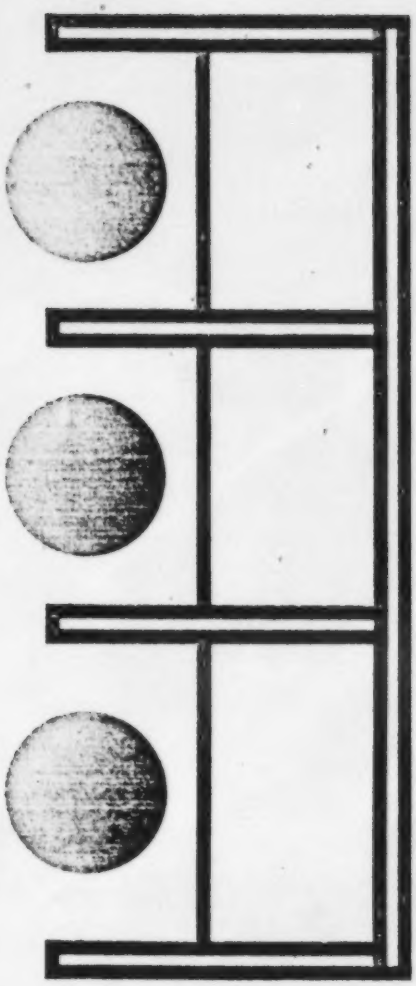

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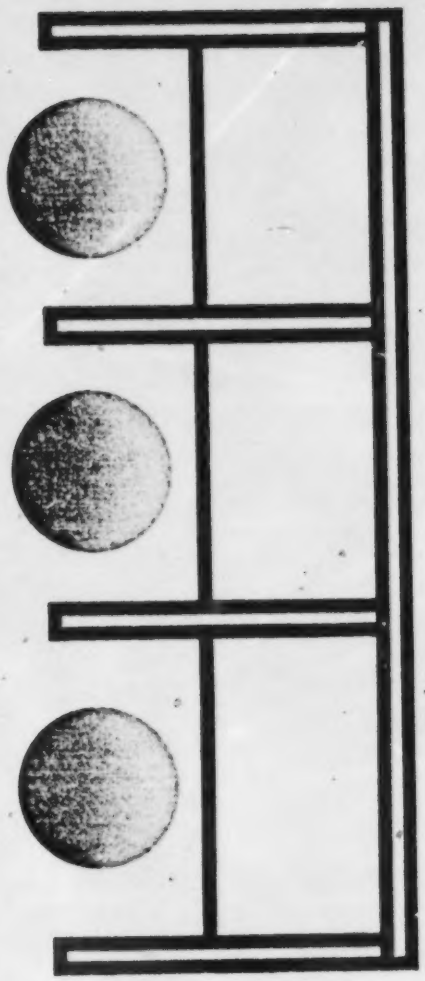

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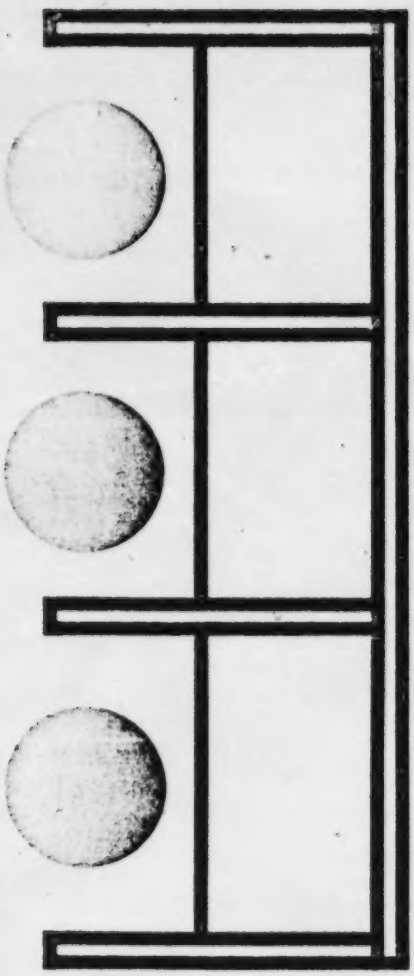

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K- MEDIA CENTER PLANNING GUIDE

To accompany Plan for Progress...in the Media Center, K- , revised edition
Iowa Department of Public Instruction, DesMoines, Iowa 1979.

This guide is designed to help school personnel plan for the development of individual school or building level media centers. It is based on Plan for Progress...in the Media Center, K- and can be expanded or adapted to fit individual situations.

	Goals to be Achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	to be achieved by _____ (date)
I. STAFF: p.7-9 Professional					
Support +					
II. Quarters and Facilities: pp. 10-11 Size:					
Main reading-listening-viewing room					

	Goals to be achieved	Where we stand now	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
Preview and listening area					
Conference or small group areas					
Office area					
Cataloging and processing area					
Production area					
Faculty area					

	Goals to be achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
Materials storage area					
Equipment storage area					
Group instruction area or classroom as part of center					
Lighting, acoustics, ventilation					
Provision for expansion					
III. Collection: pp. 12-15 Books					
Magazines					
Newspapers					
16mm films					

	Goals to be Achieved	Where we now stand	To be Achieved by _____ (date)	To be Achieved by _____ (date)	To be Achieved by _____ (date)
Video Recordings					
Filmstrips (sound and silent)					
Audio Recordings (tapes & disc)					
8mm film					
Globes					
Maps					
Transparencies					
Slides					

	Goals to be achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
Pictures					
Study print sets					
Art prints					
Replicas and art objects					
Models, kits realia, dioramas					
Microform					
Other					
IV. Professional collection: p.16 BOOKS					
Magazines					

	Goals to be achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be Achieved by _____ (date)
Audiovisual materials					
Pamphlets					
Other					
V. BUDGET: p.17 Materials	(Based on amount needed to maintain current collection and to reach goals established; break down by format, e.g. books, magazines, audiovisual materials, if desired)				
Equipment					
Supplies					

	Goals to be achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be Achieved by _____ (date)
VI. EQUIPMENT: pp.18-21 16mm projectors					
Videotape recorders and playback units					
8mm projectors					
2x2 slide projectors, remotely controlled					
Sound Filmstrip Projectors					
Combination filmstrip-slide projectors					
Overhead Projectors					
Opaque Projectors					
Filmstrip Viewers					

	Goals to be achieved	Where we now stand	to be achieved by _____ (date)	to be achieved by _____ (date)	to be achieved by _____ (date)
2x2 Slide Viewers					
TV Monitors					
Micro projectors					
Record Players					
Audio Tape Recorders and Playback Units					
Projection carts					
Listening Stations (portable)					
Closed Circuit Television					
Projection screens					

	Goals to be achieved	Where we now stand	To be Achieved by _____ (date)	To be Achieved by _____ (date)	To be Achieved by _____ (date)
Radio receivers					
Microform readers					
Copy machines (photo & thermal)					
Cameras and Equipment					
Duplicating machines					
Typewriters (primary or large type)					
Opaque Projector					
Lettering devices					
Portable chalk/bulletin Boards					

41

	Goals to be achieved	Where we now stand	To be achieved by _____ (date)	To be Achieved by _____ (date)	To be achieved by _____ (date)
Drawing Board					
Dry Mount Press					
Tools for Repair					
Slide sorter or viewer					
Film splicer(s) 8mm/16mm					
Video camera and portable VTR					
Darkroom and equipment					
Other					

	Goals to be achieved	Where we now stand	To be Achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
VIII. FURNITURE: pp.23-25 Card Catalog					
Charging Desk Units					
Shelving (general)					
Shelving, files, cabinets (special types for particular media)					
Tables					
Carrels					
Chairs					
Casual or lounge furniture					
Workroom furniture					

	Goals to be achieved	Where we now stand	To be achieved by _____ (date)	to be achieved by _____ (date)	To be achieved by _____ (date)
IX. SERVICES PP.4-6 Centralized Collection					
Cataloging					
Instructing students in use & evaluation of materials					
Inservice training for teachers in use & evaluation					
Assisting in planning and production of materials					
Assisting in selection & accumulation of materials for specific unit					
Assisting in correlation of activities and materials for unit					
Providing information on new materials and techniques					

	Goals to be achieved	Where we now stand	To be achieved by _____ (date)	To be achieved by _____ (date)	To be achieved by _____ (date)
Scheduling materials and equipment for maximum use					
Maintaining records					
Serving as liason between teachers & students (patrons) and AEA and other library and info networks and services					
Other					
		State of Iowa DEPARTMENT OF PUBLIC INSTRUCTION Educational Media Section Grimes State Office Building Des Moines, Iowa 50319			